

# Childminder report

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Inspection date: 22 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder organises her environment so that it reflects children's interests. Children are happy and settle quickly in the childminder's home, which is warm and welcoming. This helps them to feel safe and secure. Additionally, young children form strong attachments with the childminder. The childminder gathers information before children start and observes them as they play. She uses the information to complete accurate assessments of children's development. Parents are positive about the care their children receive, and comment on the good progress their children are making. Young children play alongside others as they pour and roll balls in and out of large boxes and baskets. The childminder communicates her high expectations and encourages children to follow instructions. For example, children are reminded how to keep safe by picking up balls from the floor so they do not fall over them. Young children show great delight as they work with adults to pack toys away. Children show determination as they manage challenges. Young children show resilience and behave well. Although the childminder provides a wide range of resources for children as they play in the home, young children do not access enough natural resources to extend their experiences.

### What does the early years setting do well and what does it need to do better?

- The childminder supports children to develop their understanding about themselves and each other's differences. She encourages parents to share information about their different family backgrounds and gathers key words in their home languages. Children make good progress in their learning, including those who speak English as an additional language.
- The childminder is sensitive to the needs of young children. Babies show confidence as they express their needs using gestures. The childminder responds quickly when young children show they are tired. She provides cuddles and supports their individual needs well. This develops children's self-esteem.
- Babies are inquisitive and confidently move around the childminder's home. The childminder provides opportunities for them to develop an early understanding of cause and effect. For instance, young children manipulate a range of electronic toys to create different rhymes, sounds and responses. This helps to develop their coordination and physical skills. Although the childminder demonstrates a good understanding of the curriculum, she does not provide a wide range of natural resources to enable children to explore their senses.
- Children confidently make their own choices in their play. The childminder plans activities to support their development. For instance, she uses simple puzzles with babies that reveal colours. The childminder encourages children to repeat colours as she identifies them as they play. Children develop their early mathematical skills effectively.
- The childminder skilfully uses resources to help extend children's communication

and language skills. Babies show great delight when they select stories from a wide range of books. The childminder reads books and uses props linked to the theme to extend children's learning about different animals and food. Children join in songs and rhymes. The childminder provides good opportunities for children to develop their vocabulary.

- The childminder plans a range of stimulating activities off site. She promotes children's physical health and well-being effectively. Children go on regular trips to the park, library and toddler groups. Children develop their social and physical skills. The childminder supports children in learning about safety. This was evident when they discussed the changing colours of traffic lights and the safe time to cross the road.
- The childminder reflects on her practice and gathers feedback from parents. She evaluates her activities and makes changes. For example, she has rearranged the environment to make areas more accessible to children. She encourages parents to share their comments on any changes made. This helps her to identify areas for future improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures resources are safe for babies. She completes regular risk assessments in the home and for off-site activities. This helps to create a secure environment. The childminder reviews her safeguarding policies and procedures, which are shared with parents before children start. The childminder has a good understanding of safeguarding. She knows the signs and symptoms that could indicate a child is at risk of harm. Additionally, she knows how to report any concerns to the relevant authorities. The childminder completes mandatory training to keep her knowledge up to date. This helps to keep children safe.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- develop a wider range of opportunities within the home for young children to explore their senses, including by providing natural resources for them to investigate.

## Setting details

<b>Unique reference number</b>	EY318503
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10073609
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	22 February 2016

## Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Greenwich. The childminder operates her service Monday to Friday, from 8am to 6pm.

## Information about this inspection

### Inspector

Angela Colman

### Inspection activities

- The childminder showed the inspector around her home and discussed how she keeps children safe.
- The inspector took account of the views of parents through written feedback provided.
- The childminder discussed planned activities with the inspector and how she supports children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector completed a learning walk of the premises. She observed the quality of teaching during activities and assessed the impact this has on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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